

## Second Level Annual Framework

<b>HWB 2-27a</b> I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.	<b>HWB 2-28a</b> I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.	<b>HWB 2-29a</b> I enjoy eating a diversity of foods in a range of social situations.	<b>HWB 2-30a</b> By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.	<b>HWB 2-32a</b> I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.	<b>HWB 2-33a</b> Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.	<b>HWB 2-34a</b> I experiment with new languages, discussing and preferring to use them in my everyday routines.				
<b>MLAN 2-09a</b> I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.	<b>MLAN 2-09a</b> I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.	<b>MLAN 2-29a</b> I enjoy eating a diversity of foods in a range of social situations.	<b>HWB 2-30a</b> By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.	<b>MLAN 2-11a</b> I can understand how a bilingual dictionary works and use it with support.	<b>MLAN 2-11a</b> I can make comparisons and explore connections between spelling patterns in English and the language I am learning.	<b>MLAN 2-11c</b> I experiment with new languages, discussing and preferring to use them in my everyday routines.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>LIT 2-16a</b> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and main ideas of questions of my own.	<b>ENG 2-17a</b> To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.	<b>LIT 2-18a</b> To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.	<b>ENG 2-19a</b> I can:	<b>LIT 2-20a</b> I enjoy creating texts of my choice and I regularly select subject, purpose and form and resources to suit the needs of my audience.	<b>LIT 2-21a</b> I can speak in the language I am learning, communicating effectively using spelling rules, speaking vocabulary, self-confidence and a range of resources.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>LIT 2-15a</b> I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.	<b>MTH 2-18a</b> I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	<b>MTH 2-19a</b> I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.	<b>MNU 2-11b</b> I can use the common related units of measure, convert between related units of the metric system and carry out calculations when solving problems.	<b>MNU 2-11c</b> I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.	<b>MTH 2-12a</b> I have worked with others to understand and communicate mathematical concepts and procedures, and can apply them in problem-solving situations.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>LIT 2-14a</b> Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.	<b>MTH 2-17d</b> Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.	<b>MNU 2-11a</b> I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	<b>MTH 2-05a</b> Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	<b>MNU 2-07a</b> I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.	<b>MNU 2-02a</b> I have explored the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>LIT 2-13a</b> I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.	<b>MTH 2-17c</b> Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	<b>MNU 2-10c</b> Using simple time periods, I can give a good estimate of how long a journey will take, based on my knowledge of the time, speed and distance.	<b>MNU 2-04a</b> I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	<b>MTH 2-03c</b> Having explored the rules for the order of operations (including number calculations), I can apply correctly when solving simple problems.	<b>MNU 2-01a</b> I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>ENG 2-12a</b> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.	<b>LIT 2-11a</b> I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.	<b>MNU 2-10b</b> I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	<b>MNU 2-01a</b> I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others.	<b>MTH 2-03a</b> I can use and interpret electrical events and activities, and make time calculations.	<b>MNU 2-02a</b> I have explored the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>LIT 2-10a</b> I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.	<b>LIT 2-09a</b> When listening and talking with others for different purposes, I can:	<b>LIT 2-08a</b> To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.	<b>LIT 2-07a</b> I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.	<b>LIT 2-06a</b> I can select ideas from relevant information, organise them and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	<b>LIT 2-05a</b> I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.				
<b>MLAN 2-09b</b> I can read and demonstrate my understanding of words, signs, phrases and simple texts containing mainly familiar language.	<b>MLAN 2-09b</b> I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.	<b>MLAN 2-03a</b> When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.	<b>MLAN 2-02a</b> I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	<b>MLAN 2-03a</b> When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.	<b>MLAN 2-02a</b> I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	<b>MLAN 2-03a</b> When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.				
<b>HWB 2-26a</b> I have investigated the role of sport and the opportunities it offers me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and in the wider community.	<b>HWB 2-25a</b> I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.	<b>HWB 2-24a</b> By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.	<b>HWB 2-23a</b> While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.	<b>HWB 2-22a</b> I practise, consolidate and refine my skills to improve my performance. I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.	<b>HWB 2-21a</b> As I encounter new challenges and obstacles for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.	<b>HWB 2-20a</b> I am investigating different career occupations, roles and responsibilities of learning, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.	<b>HWB 2-19a</b> Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.	<b>HWB 2-18a</b> I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	<b>HWB 2-17a</b> I know and can demonstrate how to protect myself and others, and reduce the potential for harm in my place of learning.	<b>HWB 2-16a</b> I am learning to assess situations and manage risks to protect myself and others, and reduce the potential for harm in my place of learning.

# al Overview

Session \_\_\_\_\_



4a Through exploration and investigation, I can understand that food practices and preferences are influenced by factors such as culture, finance, culture and religion.		HWB 2-35a When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.		HWB 2-36a By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices.		HWB 2-37a I can understand how advertising and the media are used to influence consumers.		HWB 2-38a I understand the effect that a range of substances including tobacco and alcohol can have on the body.	
bell most to ing cialist rection of change of	MLAN 2-11d I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.	MLAN 2-12a I use the support of others and access appropriate references material of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.	LIT 2-23a Throughout the writing process, I can check that my writing makes sense and meets its purpose.	LIT 2-24a I consider the impact of layout and presentation will have and can combine lettering, graphics and other features to engage my reader.	LIT 2-25a I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately.	LIT 2-26a By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	MLAN 2-13a I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.	MLAN 2-13b I can use familiar language to describe myself and to exchange straightforward information.	HWB 2-39a I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.
media used to information	MNU 2-20b I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.	MTH 2-21a I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.	MNU 2-22a I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.	LIT 2-27a I am learning to use language and style in a way which engages and/or influences my reader.	ENG 2-27a I am learning to use language and style in a way which engages and/or influences my reader.	MLAN 2-14a I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.	HWB 2-40a I know that alcohol and drugs can affect people's ability to make decisions.	HWB 2-41a I can identify the different kinds of risks associated with the use and misuse of a range of substances.	HWB 2-40a I know that alcohol and drugs can affect people's ability to make decisions.
th others to explore, and present atics impacts on the world and the advances and inventions.	MTH 2-13a Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern.	MNU 2-23a Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.	MNU 2-09a I can manage money, compare costs from different retailers, and determine what I can afford to buy.	MTH 2-15a I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.	LIT 2-28a I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.	LIT 2-29a I can convey information, describe events, explain processes or combine ideas in different ways.	MLAN 2-15b I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 2-42a I know of actions I can take to help someone in an emergency.	HWB 2-43a I understand the impact that misuse of substances can have on individuals, their families and friends.
0-07b I can show the equivalent forms of fractions, decimal fractions and percentages I choose my preferred form when solving a problem, explaining my choice of method.	MTH 2-07c I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.	MTH 2-16a Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.	MNU 2-09b I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.	MNU 2-09c I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.	LIT 2-30a When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	ENG 2-30a As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.	HWB 2-43a I understand that there are people I can talk to about my feelings in a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	HWB 2-44a I understand that a wide range of different kinds of friendships and relationships exist.	HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
I can work ed how constructed, between a digit tended the rs I can work ed how constructed, between a digit the need for in them problems. nic and paper-based timetables and schedules to plan ations as part of my planning.	MNU 2-03b I have explored the contexts in which problems involving decimal fractions occur and can relate solved problems using a variety of methods.	MNU 2-09c I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.	MTH 2-16c I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources.	MTH 2-16b Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.	LIT 2-05a As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.	LIT 2-04a As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.	ENG 2-03a I can recognise how the features of spoken language can help in communication, and I can use what I learn.	ENG 2-03a I can recognise how the features of spoken language can help in communication, and I can use what I learn.	ENG 2-31a Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.
as and use these in purpose and my audience.	MLAN 2-01c I can listen and show understanding of familiar instructions and language from familiar voices and sources.	MLAN 2-01b I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.	MLAN 2-01a I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.	HWB 2-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	HWB 2-14a I value the opportunities I am given to make friends and be part of a group in a range of situations.	HWB 2-13a Through considering my likes, talents, I play a part in bringing about positive change in my school and wider community.	HWB 2-12a Representing my class, school and our community encourages my self worth and confidence and allows me to contribute to and participate in society.	HWB 2-11a I make friends of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.	HWB 2-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
I I and to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to to	HWB 2-05a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	HWB 2-47a I recognise that how my body changes can affect how I feel about myself and how I may behave.	HWB 2-45a I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.	HWB 2-46a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	HWB 2-47a I recognise that how my body changes can affect how I feel about myself and how I may behave.	HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of	HWB 2-49a I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.		